Behaviour & Anti-Bullying Policy

St. Augustine's Catholic Primary School

19 West End Road, Old Costessey, Norwich. NR8 5AG

Part of the St. John the Baptist Catholic Multi-Academy Trust

We try to follow Jesus by loving each other and caring for God's world.

Wisdom, Love, Might, Let there be Light!

Last reviewed on:	December 2025
Next review due:	December 2026

School Mission Statement:

We try to follow Jesus by loving each other and caring for God's world.

School Motto:

"Wisdom, Love, Might, Let there be Light!"

We aim to make the children who attend St Augustine's feel cared for and secure in surroundings where Catholic values are practised, and where their gifts and abilities are recognised and developed in an atmosphere of respect and friendship.

In planning the curriculum we attend to the development of the whole child: the physical, intellectual, emotional, moral and spiritual."

St. Augustine's Catholic Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Keeping Children Safe in Education (2025): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

Behaviour & Anti-Bullying Policy

St. Augustine's behaviour and anti-bullying policy is designed to support the way in which all members of our school community can live and work together in a supportive way. Through our policy intent and implementation, St. Augustine's should help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our global community.

This behaviour policy has been updated in light of the COVID pandemic and concerns that children are demonstrating more challenging behaviours, linked to; gaps in learning, reduced social and emotional skills and mental health issues.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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1. Intent

- Ensure everyone at St. Augustine's feels valued, respected, included and treated fairly
- Outline how we expect every member of the school community to behave
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in our school community with regards to behaviour management
- Create an environment where everyone feels happy, safe and secure.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

3. Ethos

St. Augustine's behaviour and anti-bullying policy is built upon our Catholic ethos, influenced by our school mission statement and motto, and the Christian value of Mercy.

The Seven Spiritual Works of Mercy:

1) **To instruct the ignorant** ~ model and teach behaviour to our children.
2) **To counsel the doubtful** ~ advise our children with good reason for positive behaviours and actions.
3) **To admonish the sinner** ~ advise our children with what was wrong about their behaviour and how to find reconciliation through acts of apology.
4) **To bear patiently those who wrong us** ~ remain calm and patient with our children.
5) **To forgive offenses** ~ model forgiveness without holding prejudice or discrimination.
6) **To comfort the afflicted** ~ support our children in a safe environment where mistakes can be made and behaviour can be improved through the right choices.
7) **To pray for the living and the dead** ~ reflect and take notice in our thoughts, demonstrating empathy and concern for others.

4. St. Augustine's Equality Objectives:

- **We will teach, through the wisdom of our curriculum drivers (aspiration, responsibility, curiosity, creativity, resilience, tolerance), how to help our students develop as local and global citizens.**

- **We will promote love and respect, so that our students can benefit and give back to their community and wider society.**

- **We will encourage our students to be strong and mighty, standing up for equal rights for themselves, individuals and other minority or marginalised groups of people.**

5. The Three Golden Rules ~ Our expected behaviours

We have linked our top three golden rules with the values of our school motto:

"Wisdom, Love, Might, Let there be Light!"

1) WISDOM: Smart behaviour
We take care of our belongings, our environment and our world. We are safe.
We do not accept any physical abuse where another person is hurt or their safety is at risk.

2) LOVE: Smart manners
We are respectful and kind to everyone.
We do not accept any form of unkind or inappropriate language, verbal abuse or mockery that may impact on wellbeing or be considered bullying behaviour.

3) MIGHT: Smart looking
We look after ourselves and others. We aspire to be the best.
We do not accept any misuse of property or damage to property.

Let there be Light! ~ Be smart and bright! St. Augustine's expects the highest standard.

School behaviour expectations
Pupils are expected to:

- Behave in a safe manner
- Follow the golden rules, in a self-controlled way
- Show respect to staff, children, visitors and their property
- Respect everyone's right to learn
- Move calmly around the school
- Take care of your own belongings and the school's property and environment
- Wear the correct uniform at all times
- Accept consequences for your own behaviour
- Demonstrate the St. Augustine's Standard in school and outside in the wider community

Where appropriate, reasonable adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6. Roles and Responsibilities

At St. Augustine's, behaviour standards are everyone's responsibility and everyone should model our school's mission and motto. All staff, including support staff and all those who interact with children, should understand this policy and their role in supporting it.

The Governing Board
The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the head teacher
- Monitoring the policy's effectiveness through school visits and behaviour data
- Holding the head teacher to account for its implementation

The Head Teacher
The head teacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Expectations for all staff

Staff are responsible for:

- Meet and greet pupils in the morning and at transition times throughout the day
- Refer to the school rules / motto, 'Wisdom, Love, Might'
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model positive behaviours and build relationships
- Use a visible positive recognition rewards in the classroom, e.g. marble jar
- Plan lessons that engage, challenge and meet the needs of all learners
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS or individual home/school book
- Challenging pupils to meet the school's expectations
- Prevent before sanctions
- Be calm and give their time when going through follow up activities and engage in reflective dialogue with learners
- Never ignore or walk past pupils who are not following our school rules

Expectations for parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Expectations for pupils

Pupils will be made aware of the following principles of the school's behaviour culture:

- The St. Augustine's standard of behaviour they should be displaying at school
- The school rules in class and understand how to follow them in school
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- All pupils will vote for members of their class to represent them on School Council

Expectations for senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model, and show a unified consistency to the learners

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the school site whenever possible

- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Use behaviour data to target and assess school wide behaviour policy and practice

7. Positive Reinforcement

Our school strives to achieve the highest St. Augustine's standard of behaviour. This is modelled and demonstrated in our warm, welcoming and friendly environment.

Encouraging good behaviour is reinforced by:
- Believing all our children will achieve and improve
- Praising a child's effort, rather than the person, end result, or piece of work
- Avoiding praise of intelligence or talent, instead praising child endeavour/effort

We praise and reward children for good behaviour in a variety of ways to support wellbeing and motivation. Some examples used by staff in our school include:
- Teachers congratulate and promote good behaviour
- Staff award children with class rewards, e.g. house points for demonstrating the school's mission and values
- Each week we nominate children from each class to receive praise certificates
- Each week a child is awarded the 'Heart of Gold,' for living in action the school motto
- The school acknowledges all the efforts and achievements of children, both in and out of school.
- Recognition boards
- Class prizes
- Class raffle tickets

Positive Atmosphere
The way that adults speak to pupils, and about pupils, and the way that adults encourage pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that pupil have, which in turn impacts on the pupils' behaviour. All adults need to act as good role models for pupils including the way that they speak, dress, behave, etc. in every possible situation, e.g. class, playground, assembly hall.

Good behaviour is promoted by:
- Building strong relationships
- Setting clear boundaries, with high expectations and regular routines
- High quality, personalised teaching
- Expecting good behaviour
- Focusing on the positive
- Being consistent and fair
- Focusing on the behaviour and not the person
- Not always insisting on eye contact (some children find this very difficult, especially those with Autism or communication difficulties)
- Avoiding confrontation, if possible
- Controlling your voice, tone and volume (shouting is not effective)
- Always waiting for silence before addressing the class
- Giving clear choices
- Giving calming down time
- Listening to what children say and not jumping to conclusions
- Remembering 'New day – new start!'
- Reporting positive behaviour to parents

Restorative Approach
'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a

restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations
'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

We believe that nurturing a restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions
Restorative questions can be used to support restorative meetings and/or conversations. For KS2 pupils, up to 5 questions will be used. For EYFS and KS1, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

8. Behaviour Management

Staff should follow a consistent approach to highlighting and teaching behaviour to our children through the following steps. Details are exemplified in the Behaviour Policy Flow Chart in Appendix A.

General Classroom Management

Step 1 ~ Non-Verbal Reminder:
An adult will give the child a "non-verbal reminder" to encourage them to make a good choice, e.g. stop hand signal, finger to lips, pointing to listening ears etc.

Step 2 ~ Verbal Reminder:
A "verbal reminder" is given to the child to remind them of the expectations and to help them get back on task, e.g. "eyes looking this way thank you," "show me you're ready thank you," "quiet voices thank you," etc.

Step 3 ~ Personal Private Reminder:
The adult will give a short, "personal private reminder," to the child to explain the expectations following a simple script:
- I notice …
- Remember when …
- I need you to …

It is effective for staff to ensure the following principles are employed at this stage:
- A gentle approach, personal, non-threatening, side on, eye level or lower
- Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow them time to decide what to do next. If there are secondary behaviour comments as you walk away, write them down and follow up later.

Step 4 ~ Reset, Reflect and/or 5 minutes loss of break time
If the behaviour persists, then the learner will be asked to sit elsewhere or leave the classroom for a short period of time in order to help 'reset' their behaviour. This will always be in a safe place arranged by an adult.

If the persistent behaviour has meant that learning time has been missed during, the teacher may choose to ask the child to complete missed incomplete work during break, lunchtime or as a homework task.

After a reset has taken place, then a conversation should be had with the child to re-establish expectations and remind them of their past positive learning behaviours.

As pupils learn to self-regulate their own behaviour some may use a reset as a strategy to self-regulate. This would be part of an agreed plan with a child's class teacher to support positive behaviours for learning.

All children start each new day with a fresh start.

9. Negative behaviour

There are certain types of behaviour that cause a negative impact on others. Negative behaviour is defined as:

- Disruption in lessons, around the school building between or during lessons, and at break / lunchtimes.
- Non-completion of learning activities
- Poor attitude
- Incorrect uniform

Negative behaviour includes:

- Bullying
- Discrimination, including racial discrimination
- Swearing or offensive language
- Verbal abuse or threats towards children or adults
- Aggressive or violent physical behaviour
- Leaving the school premises without permission
- Vandalism
- Theft
- Possession of prohibited items
- Refusal to follow an adults' instructions or deliberately ignoring an adult

Serious Negative Behaviour:
Serious negative behaviours, are deemed to be dangerous, destructive or unsafe.
These include:

- Deliberate aggressive or violent behaviour
- Serious damage to property
- Continued and repeated aggressive/very disruptive behaviour, refusing to follow an adults' instructions to stop

Serious Negative Behaviour and consequences should be logged on CPOMs to monitor frequency and any patterns.

10. Consequence

When a pupil's behaviour falls below the St. Augustine's standard, that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

If a child has already received non-verbal / verbal reminders, but continues to misbehave, depending on the age of the child and nature of their behaviour, the lead adult may choose one of the following consequences:

- Loss of 5 minutes break time
- "Reset" time in another class or with Phase Lead / Head Teacher
- "Reflection" time independently or with a lead adult
- "Restorative" task independently or with a lead adult

Continued negative behaviour or serious negative behaviour that is disruptive, destructive or unsafe should be reported to the child's family as soon as possible, including any consequence carried out by the school. Continued negative behaviour may involve a meeting with the child's family to discuss possible intervention support and/or a positive behaviour support plan.

Behaviour Flow Chart (Appendix A)
Our Behaviour Flow Chart can be used as a support reference to implement consistent consequences for negative behaviour.

De-escalation Tips (Appendix D)
De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

- **Final Decision:** A responsible adult will decide if the behaviour has broken the golden rules and any following consequence. There will be no long discussion, argument or blame.
- **Trust:** Trust is earnt by honesty, acknowledging unacceptable behaviour and accepting consequences.
- **Reconciliation:** Everyone should acknowledge their own behaviour and offer an apology if they have broken any of the three golden rules.
- **Restorative Task:** An act of kindness to support reconciliation that demonstrates an apology, e.g. tidying any mess made, writing an apology card etc.
- **Mistakes:** Our school is a safe place to learn from mistakes, with an aim to improve and achieve the highest St. Augustine's standard of behaviour.

Norfolk Steps:
At St. Augustine's, staff working with our children are provided with annual training in behaviour support. This training is called "Norfolk Steps". Norfolk Steps provides training and resources to schools and settings to support early intervention and prevention through a whole-school approach, including managing behaviours that challenge or may risk harm.

Norfolk Steps has been supporting schools to promote positive behaviour through evidence-based principles through Step On and Step Up training. It uses techniques to de-escalate a situation before a crisis occurs and when a crisis does occur.

Step On is based on sound evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday non-restrictive physical interventions (offering an arm, supportive hug, supportive arm, open mitten guide, open mitten escort).

Step Up focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks.

An important aim of Norfolk Steps is to provide opportunities to support and debrief both children and staff after a crisis, reducing and managing conflict and supporting a positive school ethos.

St. Augustine's has two trained members of staff that can lead Norfolk Steps training.

Additional Considerations:
- Consequences must be reasonable and take into account a child's age, any special educational needs or disability that they may have, and any religious requirements affecting them.
- Staff should use their 'best endeavours' to meet the needs of those with SEND.
- The school should co-operate with the local authority, if a pupil has a EHC plan.

- As far as possible, staff should anticipate likely triggers of misbehaviour and put in place support to prevent these.

Special Educational Need or Disability (SEND):
Some students may need a more tailored approach to behaviour - for some this may be because they have a special educational need, for others it could be Adverse Childhood Experiences (ACE) or trauma-related. Knowing each child as an individual is key to a tailored approach.

Social Emotional Behavioural Difficulty (SEBD):
Individual children with social, emotional or behavioural needs require tailored support, and staff should seek support from the SLT with pastoral systems and referral pathways to assist additional support.

Safeguarding:
The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

11. Communication, reporting and recording

To implement our behaviour policy, prompt communication is key to its success.

- Class teachers lead the implementation of positive reinforcement, consequence and dialogue with families.
- Support staff share verbal or written reports with the class teacher. If they are not available, they may report to the phase lead, head teacher or designated safeguarding lead (DSL).

Communication should be "reported" and "recorded" in ALL the following ways:

1) Verbal communication:
- Immediate communication in the first instance with the child/ren involved.
- All phase staff involved, and the class teacher should share behaviour and consequence.
- Advice and support can be gathered from phase leaders / SLT and the Head Teacher.
- Negative behaviour incidents will usually be shared with the child's family, in person or by phone.
- Serious behaviour incidents will be shared immediately with the child's family, in person or by phone.

2) Written communication:
- Negative behaviour incidents may be shared with the child's family by email if there has been no verbal communication.
- Serious behaviour incidents may be shared with the child's family by email if there has been no verbal communication. A follow-up verbal conversation should be arranged, in person or by phone.
- A written record of events should be collected either on CPOMs or in Home/School book, including;
    - Where? When? What?
    - Why? Any reason, trigger?
    - Consequence and any further action?

3) Online reporting and recording:
- Reports of negative and serious behaviour incidents should be added to the school's CPOMS online reporting tool to monitor frequency and patterns.

12. Safety ~ Everyone in our school should feel safe.

Reasonable force
Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The school will offer appropriate training and support for staff in case there is a need for physical restraint.

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol or cigarettes
- Legal medication or illegal drugs
- Stolen items
- Inappropriate images, including images of other staff or children
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any prohibited items found in a child's possession will be confiscated.
We will also confiscate any item which is harmful or detrimental to our positive mission and golden rules. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

13. Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the head teacher (or acting head teacher). It can be made in respect of behaviour inside or outside of school. The head teacher will only use permanent exclusion as a last resort.

The head teacher will take steps to ascertain the facts of the incident. This will involve allowing the pupil to give their version of the incident; considering whether the incident was provoked; and considering if the pupil has special educational needs or disabilities (SEND). It may include speaking to other pupils involved in the incident. When establishing the facts in relation to a decision to suspend or exclude, the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

In such cases, the head teacher have due regard to:

- DfE guidance ***Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.***

- Their statutory duties in relation to special educational needs and disabilities (SEND) when administering the process. This includes having regard to the SEN Code of Practice.

Following a decision to either suspend or permanently exclude a pupil:
- The parents / carers are contacted by phone without delay, and a letter is sent home setting out the duration of and reason for the suspension. Where a pupil has a social worker or is a Looked After Child and they are subject to a suspension or at risk of a permanent exclusion the Designated Teacher or Safeguarding Lead should contact the social worker, and local authority Virtual School.
- The local authority will also be notified without delay.
- Appropriate work is either sent home to cover the first 5 days of suspension / exclusion, in the post, or via email.
- Arrangements for suitable full-time educational provision from the 6th day (or from the first day for a Looked After Young person) will be made, where applicable. In the cases of suspension this is the school's responsibility; in the case of permanent exclusion this is the local (or 'home') authority's responsibility.

Suspensions
The head teacher or their designated representative decides how many school days the suspension will be. For this purpose, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

There is a limit of 45 days suspension when aggregated per student per academic year. If a student is suspended for more than 15 days in a term or misses a public exam as part of the suspension, it must be reviewed by a Governors Panel. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the end of one suspension.

On a pupil's return to school following a period of suspension, they should participate in a reintegration meeting. Such meetings will be arranged with the pupil's family prior to the pupil returning to school.

Permanent Exclusions
Permanent Exclusions are the school's most serious sanction and will usually only be used as a last resort when a range of strategies have been exhausted. Permanent Exclusions may be applied for either a one-off offence or for persistent disruptive behaviour.

The decision to exclude a pupil permanently always balances the needs of the individual against the greater good of the school community. It should only be taken where the basic facts have been clearly established on the balance of probabilities.

Once a permanent exclusion has been decided by the head teacher:
- Governors will be informed and a panel arranged to take place within 15 school days. If the pupil lives outside the local authority in which the school is located, the school will inform their 'home authority' of the exclusion without delay.
- Where the pupil's family disputes a decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel.
- Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

Independent Review Panels
An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Whether or not a school recognises that a pupil has special educational needs or disabilities (SEND), all parents/ carers (or pupils if aged 18 or over) have the right to request the presence of a SEND expert at an independent review panel. The SEND expert's role is to provide impartial advice to the panel about how

SEND could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the student.

Excluded pupils are enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

14. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour
The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
For example:

- Anticipating and removing triggers of misbehaviour
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND
When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND
The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan
The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

15. Pupil Transition

New pupil's induction period
The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing pupils for transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

16. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means negative behaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the negative behaviour:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

17. Online misbehaviour

The school can issue behaviour consequences to pupils for online negative behaviour when:
- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

18. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head teacher or DSL, will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

19. Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

20. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

21. Bullying and discrimination

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

At St. Augustine's we approach bullying by:

- Implementing preventative measures that create a positive school environment with a strong sense of school community and belongingness.
- Seeking to re-connect alienated children and identify children at risk of behaviour problems, poor mental health and wellbeing and using programmes like restorative justice.
- Improving collaboration and communication between staff, parents and outside professionals in order to develop early intervention and alternatives to exclusion.
- Invest in training for staff on trauma informed practice and Adverse Childhood Experiences (ACEs).

Bullying can include:

Type	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

22. Monitoring

This behaviour policy will be reviewed by the head teacher and governing body at least annually, or more frequently, if needed. Regular evaluations of school data will help the school focus on any areas of concern.

At each review, the policy will be approved by the head teacher.

23. References

- When the Adults Change, Everything Changes – Paul Dix
- Education Endowment Foundation – Improving Behaviour in Schools Summary

https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf

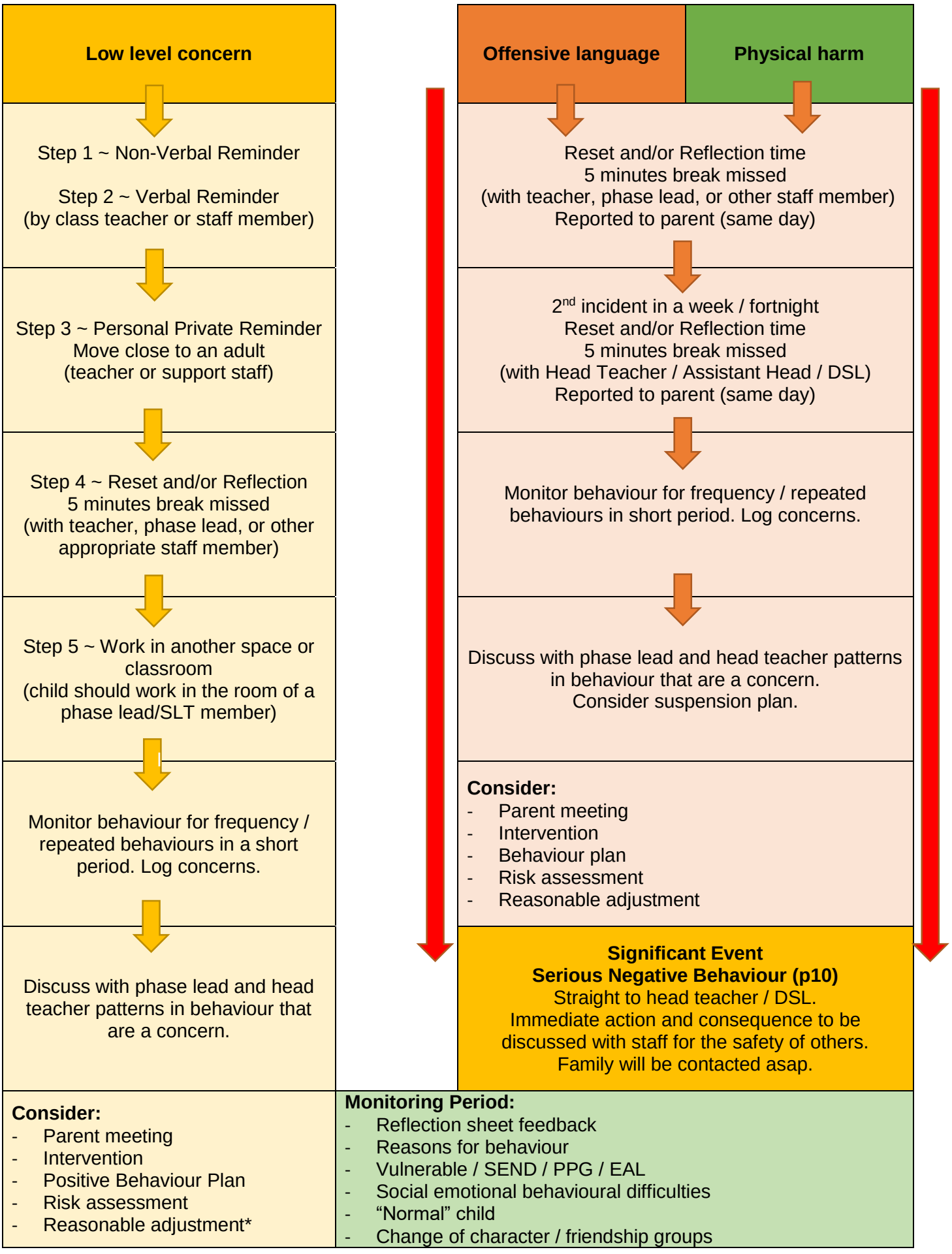
- Early Intervention Foundations: Adverse Childhood Experiences

https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next

24. Appendix

A) **Behaviour Flow Chart**
B) **Intervention Scripts**
C) **10 De-escalation Tips**
D) **EYFS Behaviour Management Strategies**
E) **Reflection Sheet**
F) **Positive Behaviour Plan (See SEND Assistant / Wellbeing Lead)**

Appendix A: Behaviour Flow Chart



Appendix B: Intervention Scripts

Examples of Intervention Scripts:

- ***I noticed you are ...***
  (having trouble getting started / struggling to get going / wandering around the classroom kicking things)

- ***It was the rule about ...***
  (lining up / staying on task / bringing unsafe items into school)

- ***You have chosen to ...***
  (move to the back / catch up with your work at lunchtime / speak to the Head Teacher)

- ***Do you remember last week when you ...***
  (arrived on time every day / got on the recognition board / received a praise certificate)

- ***I noticed you are ...***
  (having trouble getting started / struggling to get going / wandering around the classroom kicking things)

- ***that is who I need to see today ... thank you for listening.***

Remember:
- Give the child some time to take in the comments.
- When we are hostile, the person we are speaking to is hostile back (complementarity psychology).

Appendix C: 10 De-escalation Tips

These 10 De-Escalation Tips will help you respond to difficult behaviour in the safest, most effective way possible.

1. Be Empathetic and Non judgmental

When someone says or does something you perceive as weird or irrational, try not to judge or discount their feelings. Whether or not you think those feelings are justified, they're real to the other person. Pay attention to them.

Keep in mind that whatever the person is going through, it may be the most important thing in their life at the moment.

2. Respect Personal Space

If possible, stand 1.5 to three feet away from a person who's escalating. Allowing personal space tends to decrease a person's anxiety and can help you prevent acting-out behaviour.

If you must enter someone's personal space to provide care, explain your actions so the person feels less confused and frightened.

3. Use nonthreatening nonverbal

The more a person loses control, the less they hear your words—and the more they react to your nonverbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice.

Keeping your tone and body language neutral will go a long way toward defusing a situation.

4. Avoid Overreacting

Remain calm, rational, and professional. While you can't control the person's behaviour, how you respond to their behaviour will have a direct effect on whether the situation escalates or defuses.

Positive thoughts like "I can handle this" and "I know what to do" will help you maintain your own rationality and calm the person down.

5. Focus on feelings

Facts are important, but how a person feels is the heart of the matter. Yet some people have trouble identifying how they feel about what's happening to them. Watch and listen carefully for the person's real message.

Try saying something like "That must be scary." Supportive words like these will let the person know that you understand what's happening—and you may get a positive response.

6. Ignore challenging questions

Answering challenging questions often results in a power struggle. When a person challenges your authority, redirect their attention to the issue at hand.

Ignore the challenge, but not the person. Bring their focus back to how you can work together to solve the problem.

7. Set limits

If a person's behaviour is belligerent, defensive, or disruptive, give them clear, simple, and enforceable limits. Offer concise and respectful choices and consequences.

A person who's upset may not be able to focus on everything you say. Be clear, speak simply, and offer the positive choice first.

8. Choose wisely what you insist upon

It's important to be thoughtful in deciding which rules are negotiable and which are not. For example, if a person doesn't want to shower in the morning, can you allow them to choose the time of day that feels best for them?

If you can offer a person options and flexibility, you may be able to avoid unnecessary altercations.

9. Allow silence for reflection

We've all experienced awkward silences. While it may seem counterintuitive to let moments of silence occur, sometimes it's the best choice. It can give a person a chance to reflect on what's happening, and how he or she needs to proceed.

Believe it or not, silence can be a powerful communication tool.

10. Allow time for decisions

When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said.

A person's stress rises when they feel rushed. Allowing time brings calm.

Appendix D: EYFS Behaviour Management Strategies

Inappropriate behaviour:

- Use of inappropriate language
- Aggression or deliberately hurting others
- Misuse of property, whether school's or individual

Consequences:

1. verbal warning and explanation
2. verbal warning and reminder
3. time away – child removed from the situation and or other children and told to play somewhere else.
4. time out – child removed from class or outside area and has some time to sit and be calm, with a member of staff nearby.
5. If behaviour is repeated parents are informed.
6. If there is an ongoing problem a positive behaviour plan will be introduced and discussed with parents.

Where appropriate, there will also be a consequence relevant to the behaviour, alongside the verbal explanations. For example; if a child has deliberately made a mess of the toys, they will be told to clear up immediately.

Consequences will be immediate and not delayed.

In some circumstances ***time in*** will be more appropriate than ***time out***. Those children who struggle with managing emotions and are very upset will have time in with an adult to support their self-regulation and to help calm themselves down.

Positive Behaviour reinforcement:
Reception class values of helpfulness, kindness, bravery, trying hard and challenging themselves, are reinforced in the following ways:

- All adults model the class values at all times
- Lots of immediate verbal praise
- Helper of the day, chosen for displaying class values
- Adding a marble to the class jar
- Celebrations and praise given in front of whole class
- Daily challenge champions who have shown a growth mindset

Reflection Sheet

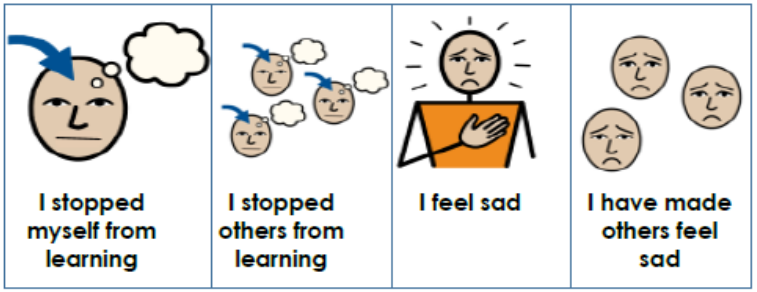
St. Augustine's Catholic Primary School

We try to follow Jesus by loving each other and caring for God's world.

Name:	Date:	Class/Year Group:

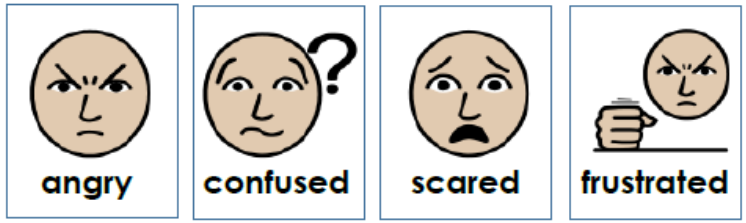
1. What happened?

3. Effect on myself and others

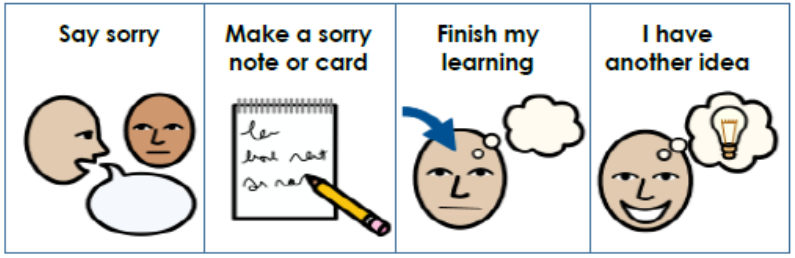


2. Reasons for my behaviour

(How was I feeling?)



4. My plan for improvement



Wisdom, Love, Might, Let there be Light!

Reflection Sheet

St. Augustine's Catholic Primary School

We try to follow Jesus by loving each other and caring for God's world.

Name:	Date:	Class/Year Group:

1. What happened?

3. Effect on myself and others

2. Reasons for my behaviour

(How was I feeling?)

4. My plan for improvement

Wisdom, Love, Might, Let there be Light!